English Language Arts Grade 9

Unit of Study - Literary Elements and the Short Story (Unit 1)

Unit Type(s) ❑ Topical X Skills-based X Thematic

Texts – *Coming of Age, Prentice-Hall Literature Gold,* Grade 9 tradebooks

Pacing: 45 instructional days (including 4 reteach/enrichment days)

Overview: This unit enables students to develop a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story may be used to focus especially on a particular element, such as “point of view” in “The Cask of Amontillado” by Edgar Allan Poe or “symbolism” in “The Scarlet Ibis” by James Hurst. Teachers should choose stories they think are best for their students. The range of suggested works provides exposure to literature from different cultures ([www.commoncore.org](http://www.commoncore.org)). In addition to literary elements, an overarching theme of “Decisions, Actions, and Consequences” provides the foundation for future freshman units.

The “essential question” highlights the usefulness, the relevance, and the greater benefit of a unit. It is often the “so what?” question about material covered. It should be answerable, at least to some degree, by the end of the unit, but it should also have more than one possible answer. It should prompt intellectual exploration by generating other questions.

Big Idea: When Art Imitates Life - *Rationale: Writing is an art; decisions, actions, and their resulting consequences are what perpetuate life.*

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| **Thematic Question (Question of the day) - Journal topics** | **Literary Knowledge** | **Skills**  **(Think of as “I can” statements)** | **Texts** | **Formative Assessment**  **(Appendix)**  **(include multiple choice & short answer)** | **Activities**  **(Appendix)** | **Focus Standards** |
| How do a person’s decisions and actions (both large and small) change his/her life? | Plot   * Exposition * Rising action * Climax * Falling action * Resolution * Foreshadowing * Irony * Suspense   Conflict   * Internal * External * Protagonist * Antagonist | Identifying and explaining plot structure | “The Most Dangerous Game”  “Eleven” | Building plot worksheet | Comic strip, plot organizer – ReadWriteThink.org  Create an animated video using Xtranormal or GoAnimate | RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| What is the relationship between decisions and consequences? | Theme - pt. 1 | * Defining theme * Determining a piece of fiction’s central purpose – what view of life it supports or what insight into life it reveals * Recognizing how plot is connected to theme | “Thank you, Ma’am | None at this time | 1. “Thank you, Ma’am” guided questions  2. Current event – students find an informational text that communicates the same theme as “Thank you, Ma’am.” | RL9-10:2Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the  text. |
| What role can a person’s physical environment play in his/her decisions? | Setting  Metaphor  Simile  Personification  Sensory imagery | * Analyzing how authors create the setting in a short story * Identifying and explaining the use of figurative language in short stories | “The Interlopers”  “The Secret Lion”  “Marigolds” | What role did the setting play in the story – discuss plot development or character? | Pre-reading - Photos of characters – students write how setting affects their perception of character  Change the setting o f a previously read story – how would the story change (conflict, character)  Found poem – pull figurative language from story  Personification – Blabberize  Animoto or VoiceThread to change the setting | RL9-10.4: Determine the meaning of words and phrases as they are used in the text,  including figurative and connotative meanings; analyze the cumulative impact  of specific word choices on meaning and tone (e.g., how the language evokes  a sense of time and place; how it sets a formal or informal tone). |
| How do the decisions and actions of people reveal their personalities? | Characterization   * Direct * Indirect * Dynamic * Static * Flat * Stock | Identifying and explaining the author’s choice of characterization techniques in short stories | “Raymond’s Run”  “All the Years of Her Life” | Locate a key moment when the protagonist undergoes a key change and discuss how this affects the meaning of the story. | Pre-reading activity – students write character sketches of themselves  Chart how an author develops character in a novel (wksht)  Create a digital poster using Glogster for character sketch of self. | RL 9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting  motivations) develop over the course of a text, interact with other characters,  and advance the plot or develop the theme. |
| How do perceptions of decisions, actions, and consequences vary depending on the different views of the people involved? | Point of View   * Omniscient * First person * Limited third person * Objective | * Identifying the point of view in a short story * Analyzing how point of view affects the reader’s interpretation of the story | “Teenage Wasteland”  “The Lottery”  “The Cask of Amantillado” | What does this particular point of view 1) reveal  2) conceal? | Pre-reading - slideshow – identifying different types of p.o.v.  Retell the story from a different point of view  Use Audacity to create a Podcast to retell the story. | RL9-10:6 Analyze a particular point of view or cultural experience reflected in a work of  literature from outside the United States, drawing on a wide reading of world  literature. |
| How do consequences teach us to make good decisions? | Symbolism | Identify symbols in a literary | “The Scarlet Ibis”  “Two Kinds” | Recap symbols from previous stories | Pre, during, post - Students bring a personal object to class and explain its “conceptual,” symbolic significance  (abstract vs. concrete nouns)  Use Blabberize to take a symbol and have it talk about its significance |  |
| What is the relationship between decisions and consequences? | Theme | Determining a piece of fiction’s central purpose – what view of life it supports or what insight into life it reveals.  Analyzing how theme is communicated | “Sucker”  “A Very Old Man with Enormous Wings” | “The Necklace” - CFA |  | RL9-10:2Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the  text. |
|  |  |  |  |  | **Summative Assessment Review and Preparation**  Select a one-minute passage from one of the short stories and perform a dramatic reading. Include an introduction that states: Where is the excerpt from – Author, story, anthology and page number  Which literary element does it exemplify and why? | Create a video using animated characters to playout a passage with Xtranormal or GoAnimate |

**All freshman English teachers will incorporate the following into the unit:**

I. Sequence of **MUG**

A. Verbs; principal parts of verbs, esp. irregular past & past participles; simple , perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns (L9-10.3)

B. Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerund (L9-10.3)

C. Capitalization (L.9-10.2)

II. **Common vocabulary** comprised of **literary terminology** (L9-10.6) as well as **vocabulary drawn from stories** (L9-10.4a-d)

III. **Introduction** of writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Develop a thesis

B. Parenthetical citation

C. Works Cited page

D. Introductory paragraph

E. Develop the topic and support thesis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

F. Organize complex ideas, concepts, and information to make important connections and distinctions.

G. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

H. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

I. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

J. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

IV. **Trade books** – Freshmen will read independently at least one book from the ninth grade outside reading list per quarter. Teachers will use the novels, as well as the summer reading, to expand upon the concepts included in the unit as well as reinforcing CAPT Response to Literature skills.

***Grade 9 – Literary Elements and the Short Story (Unit 1) Appendix***

**Quarter Project:** When Art Imitates Life – Often incidences in our own lives play out much like a short story. For example, can you think of a time when you faced someone whose sole purpose seemed to be to make your life miserable? A time when a particular place had a negative impact on your life? Do you have an item you treasure because of the emotional significance attached to it? If so, an antagonist has caused a conflict for you, setting played a role in your life, symbolism is attached to your personal possessions.

For this project, you will write a personal narrative with the topic “Decisions, Actions, and Consequences” Your essay will focus on a specific time when you struggled with conflicts cause by your or others’ decisions and actions. The consequences of those decisions and actions will be the natural conclusion (resolution) of your essay. Incorporate the elements and concepts covered in class this quarter. This essay will be developed through the writing process – pre-writing/brainstorming; drafting; revising; proof-reading; publishing and covered in class using the workshop model (mini-lessons, work sessions and conferences with both teacher and peers, sharing).

Following the essay’s completion, fill out the short story/literary elements worksheet using elements from your story. Write a half-page, discussion how your life **reflects the art of literature.**

**Rubric to follow**

**Summative Assessment – “Adjo Means Good-bye”**

Pt. 1 - What impresses you most about this story – the author’s use of characterization, structure of plot, crafting of setting, use of figurative language and symbolism, or choice of point of view? In a carefully composed essay, choose at least two elements and identify the author’s **specific** technique(s) for each element (e.g., direct characterization, omniscient point of view, metaphor) and analyze their impacts on the story. You must include specific evidence cited from the text.

Pt. 2 - What is the theme of the story? How do you know? Use specific evidence from the story to support your ideas. Literary themes are considered “universal truisms,” meaning they can be applied to all people’s lives and experiences. How can this theme be applied to your life, people you know or an experience you’ve had?

**Rubric to follow**

Theme –activity - Unit Title: Identifying Themes in Literature

Response to Characters: Would I do the same thing? How would I feel if it happened to me? What would life be like without forgiveness and kindness?

Learning Objectives: Students will identify and understand the concept of theme within the story "Thank You Ma'am." They will recognize the elements of the plot, examine character's motives and reactions. They will tell a story in first person narrative, as a person ready to cause harm or commit a crime, who receives undeserved kindness instead. They will reflect on how that kindness affects them. They will then demonstrate their understanding of the theme of "Thank you Ma'am", the effects of trust and kindness by writing a reflective personal narrative.

tandards Reference: 3.2 - Evaluate the basic elements of the plot and the way conflicts are (or are not) resolved. 3.5 - Identify and analyze recurrent themes. Writing 2.1 Writing Narratives, 2.2d - Write responses to literature - references to the text. 1.0 Written and oral language presentations. 1.0 Listening and speaking strategies.

Sequence of Daily Activities: Pre-teaching 5 minutes; Explicit Directed Instruction 10 minutes; Check for Understanding, 5 minutes; Guided reading and discussion or group activities 25 minutes; Wrap-up sharing 5 minutes.

Materials: “Thank You Ma’am” by Langston Hughes. Student’s Reader’s Companion, “Finding the Theme” comprehension sheet

Teacher begins modeling talking to text. After first paragraph, ask the students to imagine for one minute how it would feel to have their purse or coat or other items snatched by someone. Have them share their ideas. Then ask them to imagine how it would feel to be Roger. What was Roger thinking or feeling when he decided to snatch the purse? What was going through his mind? Continue having students read aloud one paragraph each for fluency. Students should then finish story independently and complete comprehension questions that are intended to focus student attention on plot and character reactions.

Assessment: Based on class participation, homework, oral story telling and narrative essay. Students will write a First Person Narrative as a person who receives undeserved kindness when committing a crime or hurtful act. Students then transcribe the final theme of the story expressed as a sentence onto a 3x5 card.

"Finding the Themes"

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

by William Welch

A theme is the lesson or message about life that an author wishes to communicate to the reader. A theme is usually implied or suggested by showing how characters react to the events, people and places in the story.

Answer each of the following questions. Following your answers, include the page and line numbers where the evidence that supports your answer can be found.

1 Who is the story really about?

2 How does Roger react after Mrs. Jones asked him why he tried to steal her pocketbook?

3 Why do you think Roger lied to Mrs. Jones? He was afraid

4 What does Mrs. Jones say when Roger apologizes?

Your face is dirty. I got a mind to wash your

face. Ain't you got nobody at home…?

5 Are you surprised with Mrs. Jones' reaction? Why or why not?

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6 Why do you think Mrs. Jones makes Roger wash his face and then eat dinner with her?

She feels sorry/compassion

7 How does Mrs. Jones treat Roger? with kindness

8 Why does Roger try to steal the purse? for blue suede shoes

9 How does Mrs. Jones react to Roger's answer? She says Roger could have just asked her

for the money. He didn't have to steal.

10 How does Roger react to Mrs. Jones' saying that Roger could of just asked her for the money?

A long pause, a very long pause.

11 What is Roger thinking about here (with the pause)? He's surprised and he's thinking what to do.

p54 Re-read the first two paragraphs out loud on page 54.

12 After Roger frowned, what did Mrs. Jones say? Um-hum, you thought I was going to say, but

I didn't snatch other people's pocketbooks.

13 How did Mrs. Jones know what Roger was thinking? She saw his frown and figured it out.

14 Have you ever noticed a look on someone's face and known what they were thinking?

Give an example from your life

15 Now what does Mrs. Jones tell Roger about her life? She has done bad things too.

p. 1

p54

16 Why does Mrs. Jones not watch Roger or watch her purse?

She wants Roger to know she trusts him.

17 Where does Mrs. Jones work? In a beauty shop

18 Do you think she is rich? No

19 Then why did she give Roger $10 to buy shoes? To teach him about kindness

20 What do you think Roger learned from the way Mrs. Jones treated him?

various answers: Kindness and trust can

teach you a lot about life. Or the golden rule:

Treat others the way you want to be treated.

21 How would you like to be treated if you were caught doing something wrong? various

22 What advice did Mrs. Jones give Roger? Do not make this mistake again

behave yourself

23 What lesson about life does this story teach? various see #20

24 Is the story's lesson the same thing as it's theme? yes

25 Make a list of three important events or details that suggest the story's theme.

Detail: various kindness acts

Detail: Roger wanted to say "thank you m'am"

Detail: